DOCUMENT RESUME

ED 128 025 JC 760 461

AUTHOR	Alfred, Richard L.; And Others
TITLE	Profile Characteristics of Entering Students, Fall 1975.
INSTITUTION	New York City Community Coll., Brooklyn, N.Y.
PUB DATE	Jul 76
NOTE	90p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*College Freshmen; College Students; Community Colleges; Comparative Analysis; *Demography; Enrollment Trends; *Junior Colleges; *Junior College Students; Negro Students; *Student Characteristics; Surveys; Urban Population; Urban Schools
IDENTIFIERS	Comparative Guidance and Placement Program; New York City Community College

ABSTRACT

Designed as a profile summary of personal, demographic, intellective, and motivational characteristics of community college students, this report describes the student population of New York City Community College (NYCCC). The data in this report are predicated on the Biographical Inventory of the Comparative Guidance and Placement Program which was administered to students applying for admission to NYCCC during fall 1975. Approximately 4,498 potential students completed and returned usable inventories. This study had two basic purposes: (1) description and analysis of the characteristics of entry-level students in a multi-campus urban community college, and (2) examination of that population in comparison with a nationwide sample of first-time students enrolled in 100 comprehensive two-year colleges, and in comparison with previous student populations entering NYCCC. A total of 42 student characteristics are described in this report with the data for each measured characteristic reported in an appendix. The socioeconomic backgrounds and career interests of students entering NYCCC clearly differentiate them from students entering four-year colleges and from those who do not attend college. Because NYCCC's student population is rapidly changing, research on the characteristics of its students should be a continuing effort. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128025

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PROFILE CHARACTERISTICS OF ENTERING STUDENTS

Fall 1975

Richard L. Alfred, Ed. D.

Jeanne M. Gammel, Ed. D.

Roberta Rettner, B.A.

Joseph Heredia, B.A.

NEW YORK CITY COMMUNITY COLLEGE
Office of Educational Research and Development

Richard L. Alfred, Director

Joseph Heredia, Research Assistant

Roberta Rettner, Research Assistant

Gilda Antman, Secretary

July 1976

2

JC 760 461

ABSTRACT

An important segment of research in higher education involves the description of characteristics of students enrolled in community colleges. The data in this report are predicated on the Biographical Inventory of the Comparative Guidance Program which was administered to students applying for admission to the College during Fall semester 1975. Approximately 4,498 potential students completed and returned usable inventories. The study was guided by two basic purposes: 1) to describe and analyze the characteristics of entry-level students in a multicampus urban community college and 2) to examine the entering student population in context with other populations in a national sample of two-year institutions and in context with previous entering student populations in New York City Community College.

Although administrative efforts to develop a single comprehensive data bank on student characteristics are usually expensive and fraught with problems, this study represents a systematic approach to profile analysis of the qualitative dimension of student enrollment in New York City Community College. This dimension relates profile characteristics of entering students to their distinctive college subgroups.

The study begins with the presentation of a model for classification and analysis of student characteristics data in community colleges. Longitudinal and cross-sectional studies of student characteristics require four classes of data: 1) basic clas-

sification data (sex, age, race, enrollment status, etc.); 2) demographic data (parental occupation, family income, level of education); 3) intellective data (grade point average, aptitude test scores, incidence of poor grades, etc.),and 4) perceptual-attitudinal data (major reasons for attending college, need for college services, degree objectives, career plans, etc.). A total of 42 student characteristic variables are described in this report. These variables are grouped according to the following scheme:

Basic Classification Variables. General descriptive variables having primary reference to routine classification of the entering student population (age, sex, enrollment status, class level, etc.).

Day/Evening Enrollment Distribution
Origin of Enrollment
Sex
Age
Race and Ethnic Origin
Marital Status
Type of High School
Size of Graduating Class
Inception of Study
Curriculum Choice

Demographic Variables. Socioeconomic variables representative of the stratification of the entering student population (income of parents, occupation of father, level of education of parents, place of home residence, etc.).

Residence
Commuting Distance to Campus
Mode of Transporation
Plans for Employment
Hours of Employment
Family Income
Siblings Dependent on Parents for Support
Supplementary Family Income
Financial Dependence of Students

Father's Occupation
Mother's Occupation
Father's Education
Mother's Education

Intellective Variables. Achievement variables representative of the high school performance of the entering student population.

High School Grade Point Average
Final High School Grade in English
Final High School Grade in Math
High School Scholastic Honors
Termination of Study in Other Institutions

Perceptual-Attitudinal Variables. Attitudinal variables descriptive of the social psychological sector of student relationships with the college environment (e.g., reasons for college selection, career objectives, degree objectives, future enrollment plans, etc.).

Reasons for College Selection
Degree Objectives
Stability of Curriculum Choices
Plans After College
Transfer Curriculum
Importance of Grades
Need for Assistance in Reading
Need for Assistance in Developing Study Techniques
Need for Assistance in Finding Employment
Need for Assistance in Locating Housing
Need for Financial Aid
Need for Counseling about Educational and Vocational Plans
Need for Counseling about Personal Problems
Future Enrollment Plans

The socioeconomic backgrounds and career interests of students entering New York City Community College clearly differentiate them from students who enter four-year colleges and from those who do not attend college. Students enrolling in the College were likely to have come from families in which one or both parents had not completed a high school education and with a

combined family income at poverty level or below. Not only were many parents poorly educated and financially disadvantaged, but they also were employed primarily in semi-skilled and unskilled occupations.

Because the student-parent relationship seems so obviously related to college attendance and persistence, it is of interest to note that many students came to the College with pre-established curriculum choices, employment plans, and transfer goals. Almost half the potential entering students selected New York City Community College for its strength in specific career fields and its academic reputation. As a group, they demonstrated strong interest in occupational curricula; in pursuing their education on a continuous basis; and in availing themselves of the academic and student services offered by the College. The only area in which they indicated a lack of interest was the personal counseling service offered in various divisions.

The characteristics of students described in this study are necessarily influenced by the philosophy, objectives and image of New York City Community College. Many events have happened to alter the nature and aims of the College since its founding in 1946. The regional population has grown rapidly, the demand for college opportunity has increased in the face of new social needs, and the fiscal crisis has mandated significant reductions in the educational program. While the conventional liberal arts program continues to be a vital part of the College, new emphasis has been placed on occupational programs that prepare students to fill positions in business, industry, government,

social service, and other areas essential to the technological development of New York City. The importance of education for the remediation of learning deficiencies has also played an important role in the affairs of the College although this role has been constricted by recent cutbacks.

It is critically important to understand the characteristics of students enrolling in New York City Community College but it should be remembered that this population is rapidly changing. Research on the characteristics of college students should, therefore, be a continuing effort.

LIST OF TABLES

Table		Page
1	Day/Evening Enrollment Distribution	40
2	Origin of Enrollment	41
3	Sex	42
4	Age Distribution	43
5	Race	44
6	Type of High School	45
7	Size of Graduating Class	46
8	Inception of Study	47
9	Marital Status	48
10	Major Field Selection	49
11	Residence	51
12	Commuting Distance	52
13	Mode of Transportation	53
14	Plans for Employment	54
15	Hours Worked	55
16	Family Income	56
17	Siblings Dependent on Parents for Support	57
18	Supplementary Family Income	58
19	Financial Independence from Parents	59
20	Father's Occupation	60

LIST OF TABLES--Continued

Table		Page
21	Mother's Occupation	61
22	Father's Education	62
23	Mother's Education	63
24	High School Grade Point Average	64
25	English Grade Point Average	65
26	Math Grade Point Average	66
27	High School Scholastic Honors	67
28	Termination of Study in Other Institutions	68
29	Reasons for College Attendance	69
30	Degree Objectives	70
31	Stability of Curriculum Choices	71
32	Plans After Graduation	72
33	Transfer Plans	73
34	Perceptions of Importance of Grades	74
35	Need for Assistance in Reading	75
36	Need for Assistance in Developing Study Techniques	76
37	Need for Assistance in Finding Employment	77
38	Need for Assistance in Locating Housing	78
39	Need for Financial Aid	79
40	Need for Counseling about Educational and Vocational Plans	80
41	Need for Counseling about Personal Problems	81
42	Future Enrollment Plans	82

Beginning with the Fall semester 1974, the Office of Educational Research and Development has tabulated summary data pertaining to the characteristics of full-time and part-time students entering New York City Community College. This report is one in a sequence of reports designed to systematically analyze and interpret student data to college staff. Its objective is to present information in a format comparable to previous year reports to contrast consecutive entering classes over a two-year period--1974 through 1975.

Method

Designed as a profile summary of personal, demographic, intellective and motivational characteristics of college students, the report describes the student population, in comparison with a national sample of first-time students enrolled in one hundred comprehensive public two-year colleges. Data were available for both groups not only on the Comparative Guidance and Placement Test battery (CGP) but also on a Biographical Inventory from which the data in this report are derived. It should be noted that there are limitations in the data presented. First, the New York City Community College student population is comprised of *potential* entering students in Fall 1975. Of the 4,498 students who took the CGP battery, 2,934 (65 percent) actually enrolled in the Fall of 1975. Second, no description of the national sample of two-year colleges using the CGP was available in terms of their size, location, racial composition, average fees, etc.

For these reasons, the analyses made in this study should be interpreted with caution.

Description of Variables

A total of 42 student characteristic variables are described in this report. These variables are grouped into four classes and are described as follows:

Basic Classification Variables: General descriptive variables having primary reference to "routine" classification of the potential entering student population (i.e., age, sex, enrollment status, race, curriculum, marital status, etc.).

Demographic Variables: Socioeconomic variables describing selected features of the socioeconomic status of the entering student population (i.e., family income, parent's occupation, parent's education, place of residence, siblings in family, etc.).

Intellective Variables: Achievement variables such as the high school performance of potential students enrolling in New York City Community College (scholastic honors, incidence of poor grades, etc.).

Perceptual-Attitudinal Variables: Attitudinal variables describing student needs in relationship to the college environment (reasons for college-selection, degree objectives, future enrollment plans, need for counseling, etc.).

Profile Data Analyses

The 1975 Entering Student Characteristics Report examines each of 42 variables one at a time for the total population and two sub-populations (male and female). Percentage distributions are tabulated and the results presented in a series of tables included in the Appendix. The general format consists of a brief discussion of observed trends and comparisons with the national sample and the previous year entering class.

During the Fall semester 1975, 4,498 new students applied for admission to New York City Community College and completed usable CGP inventories. Table 1 presents the *enrollment distribution* for the total student body at New York City Community College during Fall semester 1975 by sex and enrollment status. The data indicate that three-quarters of the day students enrolled in transfer programs were females, while males were more heavily represented in the career programs (63 percent). A similar trend is observed in the evening division.

Approximately 58 percent of all full-time students were male whereas 42 percent were female. Among full-time day students, 56 percent were male while 44 percent were female. Women comprised 61 percent of the part-time day population while men made up the majority (56 percent) of the part-time evening population. Altogether 53 percent of the part-time students were male while 44 percent were female.

Table 2 presents data describing the *origin of enrollment* of students entering New York City Community College during Fall semester 1975 according to various programs of admission (i.e., University Application Processing Center , processed by the College, College Discovery, and Education Assistance Program). The University Application Processing Center accounted for 86 percent (2,534) of the total entering freshman class of 2,934. Alternate forms of admission accounted for 400 or 14 percent of the entering students. These data indicate that student enrollment in community colleges of the City University of New York is a function of student admission into particular colleges based

on geographical location, curriculum specialization and available space and not on unrestricted college selection.

Basic Classification Variables. The primary utility of basic classification variables (i.e., age, race, sex, enrollment status, marital status, etc.) rests in their reporting value to agencies of regional, state and federal government. Every institution must describe its student population in some basic way and New York City Community College is not an exception. Seven variables suggested by the Higher Education General Information System (HEGIS) are considered in this report.

The *sex breakdown* of the entering student population is presented in Table 3. Of the total number of responding students (N=4,498),54 percent were male and 45 percent were female. A number of students (48) did not indicate a sex designation. This distribution compares favorably with the previous year population, the only difference being a three percent reduction in the proportion of women entering New York City Community College in 1975 (45 percent) as compared to 1974 (48 percent). The national CGP population contained a greater percentage of women (53 percent) and a smaller proportion of men (46 percent) in comparison with local students.*

The data in Table 4 indicate that the *age distribution* of the potential entering students has changed appreciably in the past year. Approximately 60 percent of the entering freshmen in

*The CGP national population is comprised of 68,238 students taking the CGP and enrolled in one-hundred public two-year colleges.

1975 were 20 years old or less while the proportion in 1974 was 69 percent. No national data were available for age comparisons but projected data indicate that many more students enter New York City Community College direct from high school than is characteristic of the national population (Table 4). Sixty percent of the local students entered college directly from high school while the national rate was 44 percent. New York City Community College, because of its urban location, its flexible entrance requirements, and its low fee policies, may offer students a more accessible education thereby enhancing its ability to draw large numbers of recent high school graduates.

The concept of *race* has been largely ignored in the literature on higher education. A basic classification variable, race has research application in this study because of the changing demography of the New York City metropolitan area. The data in Table 5 reveal that 32 percent of the potential entering population was Black, 28 percent white, 14 percent Puerto-Rican, 4 percent Spanish surname, 4 percent Oriental, and 18 percent were unclassified. Comparison with national data indicates that New York City Community College is somewhat unique in its minority composition; 20 percent of the students in the national population were Black, 64 percent were white, and 2 percent Puerto-Rican.

Between-year comparisons for 1974 and 1975 reveal only moderate changes in the racial distribution of students. In 1975 there was a one percent increase in the proportion of Black, Puerto Rican and Oriental students and a one percent decrease in the proportion of white students. The greatest concentration of

ace and ethnicity occurred among women students as 39 percent were Black, and 24 percent were classified into ethnic categories--figures which represent a substantial increase over the previous year. Minority representation among males remained stable with 26 percent Black and 21 percent classified into the Spanish surname, Puerto-Rican and Oriental categories.

An unusually heavy burden of universal access now falls, and will continue to fall, on New York City Community College. It has varied programs and appeals to a wide variety of students. Its geographical dispersion makes it a readily accessible institution for many students. Little is known, however, about the types of secondary schools students attended or the size of the graduating senior classes in regional secondary schools.

Table 6 presents data describing the *types of high schools* students attended prior to their enrollment in New York City Community College. The majority (63 percent) of entering freshmen attended public secondary schools, 8 percent attended denominational schools, and 9 percent completed a GED program. In comparison with 1974 data, a shift is observed in the types of high schools attended by potential entering students. A decrease of two percent was demonstrated for public high school graduates while GED graduates increased by 2 percent. The decline in public school graduates was primarily accounted for by males (-3 percent). The distribution of entering women did not change. The percentage of "denominational" high school graduates remained approximately the same for both men and women. Males from Catholic schools

increased by 1 percent while women remained constant. A 3 percent increase in male equivalency diploma students was matched by a 2 percent increase among women. Of those who "did not graduate", the proportion of males remained the same while women increased by one percent.

It is generally believed that students attending urban community colleges originate, for the most part, in public secondary schools. The data in this study do not support this belief. Comparison with national CGP data reveals that more students in the national population attended public secondary schools (71 percent) than students in the local population (63 percent). Differences were also apparent in the *size of the graduating class* for each population. Twenty-eight percent of the local population came from graduating classes of 500 or more as contrasted to 21 percent for the national population (Table 7). Between-year differences were almost inconsequential as 65 percent of the potential entering students attended public high school and 29 percent graduated in a class of 500 or more students. These data would seem to indicate a comparatively strong commitment to private secondary education among regional community college students and an educational background marked by early exposure to complex educational structures that are part of urban secondary education in New York City.

The smooth flow of students between high school and college was a predominant trend throughout the 1960's. During the 70's, however, this trend has turned toward a pattern of discontinuous enrollment with students more often initiating

enrollment in the middle or in summer semesters of the academic year. Table 8 reports the percentage distribution of students holding various plans for *inception of study*. The majority (81 percent) planned to begin their studies in Fall semester 1975 or later. This compares to 78 percent of students in the national population initiating study during the Fall and Winter semesters of the academic year. Between-year comparisons were not possible since response options were not updated between consecutive entering classes.

Discontinuous patterns of enrollment between high school and college can be explained in part by the family background of first-time students. Previous research has shown that many students marry directly after high school and thus postpone their college plans to a later point in life (Trent and Medsker, 1968 and Cross, 1972). The findings in this study pertaining to *marital status* (Table 9) were consistent with this trend. Altogether, 10 percent of the entering students were married and 76 percent were single, divorced or widowed. Among male students, 8 percent were married and 79 percent were classified into the "unmarried" category. The percentage of married women was higher as 13 percent were married and 74 percent were unmarried. The national figures, somewhat to the contrary, show 70 percent of the total entering population was unmarried and 21 percent was married. Thus, some 11 percent fewer of the entering New York City Community College students were married at the time they began their studies.

Comparison with the previous year data reveal relatively few overall changes except for a one percent increase in the total number of married students. Interesting changes did occur among males and females. A 3 percent increase was evidenced in the proportion of married males while females, in this category, decreased by one percent. As would be expected, the proportion of single men dropped by 3 percent while the non-response rate remained stable at 13 percent of the total male population. The proportion of single women increased by 3 percent while the non-response rate decreased from 16 to 13 percent. As a group, New York City Community College freshmen were relatively young and open to many new life experiences.

One of the most important decisions made by students during their college career is the *selection of a major field*. The entering freshman class in New York City Community College exhibited several distinctive characteristics in curriculum choice. Table 10 reveals that approximately two-thirds (67 percent) selected major fields representing occupational curricula in the College. Twenty-three percent selected major fields in the Division of Commerce, 29 percent in the Division of Technology, 14 percent in the Division of Allied Health and Natural Science and 25 percent in the Division of Liberal Arts. Nine percent indicated a category of "other."

No national CGP data were available related to student choice of major field but data comparisons with other community colleges revealed that an appreciably higher percentage of students entering New York City Community College enroll in occupational

curricula compared with other colleges. This finding was not unexpected in view of the stated mission of the College to provide a "career ladder" approach to higher education for metropolitan students.

Between-year comparisons revealed that student choices of major fields in the Divisions of Commerce and Allied Health declined by four and two percent respectively; decreased by one percent in the Division of Liberal Arts; and increased by four percent in the Division of Technology.

Demographic Variables. A long-established tradition in educational reserach has been the treatment of demographic variables (i.e., parents' income, parents' occupation, parents' level of education, etc.) as indicators of potential student mobility in higher education and the world of work (Clark, 1962; Darley, 1962; McConnell and Heist, 1962; Trent and Medsker, 1965; Corwin, 1968). For example, a large body of literature has been developed on the premise that students from well-to-do families are likely to be highly motivated toward college study, thereby increasing the probability of their college attendance. A converse relationship could also obtain: students from economically disadvantaged families are likely to show less interest in higher education and thereby enroll in fewer numbers. Relationships of this type are of interest in this report because of their utility for assessment of conditions in the family and community which further or impede the opportunity for post-secondary education.

Table 11 describes the *type of home residence* maintained by potential entering students during Fall semester 1975. The

majority (65 percent) of students lived at home with their parents while 16 percent lived in their own home or apartment. The student population is partitioned into subgroups by sex. Sixty-one percent of the female students lived with parents while 69 percent of the men maintained a similar residence; 21 percent of the women lived in their own home or apartment whereas the percentage for men was 11 percent; and 4 percent of the women and men lived with friends or relatives. Previous year data reveal changes in two residence categories: the number of students residing at "home with parents" and in their "own home or apartment" increased by one percent between Fall semesters 1974 and 1975. The proportion of students in the remaining categories remained the same.

In comparison, national figures show that 53 percent of the students lived with parents while 30 percent lived in their own home or apartment. The local trend for women to be more highly represented in the "own home or apartment" category also appeared among students in the national population: of the women 32 percent compared with 27 percent of the men maintained this type of residence.

Findings of this type establish a clear distinction between entering male and female students at both the local and national levels. Although students enrolling in New York City Community College tend to reside with parents more frequently than do students in the national population, women in both groups show a greater tendency to establish living arrangements outside of the family than do men. The reasons for this are unknown but it is possible that a relationship could

exist between marital status and place of residence and that men are distributed differently in this relationship than women.

An important concern in the life of community college students is the *commuting distance* between home and campus. This factor is particularly important in an urban community college because of its highly specialized educational programs which attract a diverse student clientele. Table 12 reports the commuting distance for potential entering freshmen during Fall semester 1975. Almost one-quarter (23 percent) traveled a distance of five miles or less while 18 percent commuted six to ten miles. The remainder of the responding students (37 percent) lived eleven miles or more from the College.

Data pertaining to the national population indicate that while 31 percent of the students commute five miles or less, 35 percent commute eleven miles or more. Among the local students, 37 percent travel this latter distance. Differentials between the local and national population are even more pronounced when one reviews the data outlay in the "21 miles and over" category; 18 percent of the local students travel this distance compared to 13 percent for the national population. These data indicate that proportionately more local students are willing to travel further in order to avail themselves of the educational services offered by the College than is true of students in the national sample.

Between-year comparisons revealed small but inconsistent changes in commuting distance for the entering 1974 and 1975

Fall semester classes. Increases of one percent were observed in two categories--"two miles or less" and "eleven to twenty miles"--while a one percent decrease was observed in the "six ten miles" category. Among male students, declining percentages occurred in the "three to five miles" and "non-response" categories, while the "two miles or less" category increased and the remaining categories remained stable. Women demonstrated a greater latitude in responses as increases of one percent were noted in all categories except the "six to ten miles" category (-1 percent) and the "non-response"category (-4 percent).

Table 13 presents data pertaining to the *mode of transportation* used by potential entering students for travel to campus during Fall 1975. As would be expected in an urban college, the majority (81 percent) of students used public transportation. Variation is observed between men and women as more women (84 percent) traveled to campus by public transportation than men (79 percent). Only 1 percent of the student population walked to campus.

National data contrast sharply with the local pattern. Seventy-one percent of the students in the national population indicated that they would travel to campus by automobile while 16 percent would use public transportation. Private automobile was by far the most important mode of travel for students in the national sample.

Between-year local comparisons show relatively small changes in the distribution of students in transportation categories. Students indicating travel to campus by "family car" and "public transportation"

increased by one percent in 1975, whereas students in the "walking" and "non-response" categories decreased by one percent.

An important concern among faculty and administrators during the past decade has been the increasing number of students enrolling for part-time study. A factor which may at least partially account for this trend is the *employment plans* of students during college. The data in Table 14 indicate that 71 percent of the potential entering students planned to seek employment while in college. This figure compares favorably with the national percentage of 75 percent.

Between-year local comparisons reveal that a trend is developing in the direction of decreased numbers of students planning to work during college. Two percent fewer of the Fall 1975 potential entering students indicated plans to work compared with students entering in Fall 1974 (73 percent). Among males a decrease of two percent in the percentage planning to work was recorded between 1974 and 1975 while among females a decrease of one percent was noted.

The *number of hours worked* varied among subgroups (Table 15). Thirty-one percent of the men planned to work 21 hours per week or more, whereas the percentage for women was 18 percent. As might be expected, more women (62 percent) than men (49 percent) planned to work 20 hours or less a week. Fifteen percent of the total population indicated no plans for work.

National CGP data indicate that a higher percentage of students in the national population (18 percent) maintained no plans for work in comparison with those in the local population.

Additionally, many more students in the national group (16 percent) indicated plans to work 30 hours per week or more while attending college. The rate for the local population was 8 percent, far below the national average. Women in both the national and local groups worked, on the average, fewer hours than their male counterparts. Their greatest concentration came in the "no plans to work", "16 to 20 hours", and "non-response" categories. Men, on the other hand, were more heavily represented in the "21 to 25 hours" and "more than 30 hours" categories.

Comparisons with previous year data reveal a pattern of increasing student representation in the upper and lower ranges of the work scale. Increases were noted in four categories: "no work planned" (2 percent), "less than 6 hours"(1 percent), "6 to 11 hours" (1 percent) and "more than 30 hours" (1 percent). A two percent decrease was recorded in the "26 to 30 hours" category. The remaining categories either remained stable or declined by one percent.

Interesting differences were apparent in the between-year responses of male and female students. Among women there was a 6 percent increase in the proportion of those who did not plan to work and a 3 percent decrease in those planning to work "26 to 30 hours." The proportion of men planning to work "21 to 25 hours" and "30 hours or more" increased by two percent while those holding plans for "21 to 25 hours" of work decreased by two percent. These data show a differential in work plans according to sex and a trend toward increasing workloads among men.

Table 16 reports the percentage distribution of *family income* for potential entering students during Fall semester 1975. Observing the data, almost half (46 percent) are classified into five income categories: "less than $3,000" (10 percent), "$3,000-5,999" (14 percent), $6,000-7,499" (8 percent), "$7,500-8,999" (7 percent) and "$9,000-10,499" (7 percent). Differences between male and female students were apparent in selected income categories. On the one hand, more men (26 percent) than women (18 percent) came from families with incomes in the range of $7,500 to $13,499. On the other hand, many more women were represented in the "0-$2,999", "$3,000-5,999" and "non-response" categories. The high rate of preference for the"non-response" category may mean that women do not maintain the same level of interest in financial matters as men or that they feel a greater need for privacy in these matters.

Comparisons with national data reveal that a greater percentage of local students (24 percent) are classified into the $5,999 or less income range than students in the national sample (16 percent). Family incomes in the $6,000 to $13,499 range contained the same proportion of students in both the local and national groups (30 percent). Twenty-six percent of the respondents in the national population were accounted for by the $13,500 and above income range while the local group was found to contain 10 percent in this category. The non-response rate both locally and nationally was high, 36 percent and 28 percent respectively, suggesting a reluctance on the part of students to divulge personal financial information.

Between-year local comparisons show a one percent decrease in the proportion of students coming from families with incomes in the ranges of "$3,000 to 5,999", "$10,500 to 11,999", "$12,000 to 13,499", and "$15,000 to 17,499". Equally small increases of one percent or less were recorded for students in the "$7,500 to 8,999", "$9,000 to 10,499", "$13,500 to 14,999", and "$20,000 and over" family income categories. All factors considered, the entering student population has shown remarkable consistency on the family income variable over the past two years.

Many students enrolling in two-year colleges are independent of parents and develop alternative means to pay for their education. Many reside with parents, but pay for their own education because of the financial strain produced by *multiple dependents* and limited family income. The data in Table 17 disclose that 41 percent of the potential entering freshmen came from families with two or more dependent children. Among the national students, 36 percent came from families with two or more dependent children. The only difference between the national and local populations was in the "none" category which for the national group showed one-third of the respondent's families (33 percent) having no dependent children while 23 percent of the local respondents had no dependent children. Between-year local comparisons revealed no change in the distribution of the student population.

Supplementary income (public assistance) was an important source of income for the families of many potential entering students. More than one-fifth (23 percent) came from families

that depended on public assistance to meet basic living costs (Table 18). National CGP data showed a similar trend, as almost the same proportion of students came from families receiving public assistance (22 percent). Between-year local data revealed an increase in the proportion of families receiving public assistance monies. The number of women increased in the public assistance category from 22 to 26 percent between 1974 and 1975 while men increased by two percent (from 19 to 21 percent).

It is to be expected that many students enrolling in an urban community college would come from families of limited financial means and maintain *financial independence from parents*. The data in this study support this expectation. More than half (56 percent) of the potential entering students in Fall 1975 were independent of parents and were likely to require financial aid or part-time work to meet basic living expenses (Table 19). National data show entering freshmen in New York City Community College to be similar to students in other colleges. Sixty-four percent of the students in the national sample were independent of parents while 22 percent were not.

Data comparisons for the 1974 and 1975 potential entering student populations reveal a nine percent increase in the number of students reporting financial independence. Women reporting independent status increased by 8 percent (54 percent) while men in this status increased by 12 percent (59 percent). These increases, while placing the local population below the national sample,

represent a significant change in the financial status of the entering student population.

A major index of the socioeconomic background of potential entering students is the occupational status of their parents. Tables 20 and 21 report the percentage distribution of *parental occupations* for first-time freshmen according to ten categories of employment. More than one quarter (26 percent) of the fathers of entering students were employed as unskilled or semi-skilled workers. Eighteen percent of the entering students indicated that their mothers work in similar occupations. Service workers, skilled workers, and sales personnel accounted for 26 percent of the fathers' occupations and 15 percent of the employed mothers. Ten percent of the students reported that their fathers held professional positions or owned business establishments.

One percent of the employed mothers owned or managed small businesses and 1 percent held positions requiring a B.A. or B.S. degree. The largest segment of the mothers were housewives (30 percent). The "non-response" category was chosen by almost two-fifths of the students (39 percent) for fathers' occupation and one-third for mothers 'occupation.

Comparison of the local distribution of employment categories with the national sample reveals both differences and similarities. For example, 24 percent of the fathers in the national sample were employed in unskilled or semi-skilled occupations as compared to 26 percent in the local sample. Among mothers the rates were 14 and 18 percent respectively. The reverse was true in the

"middle" occupational categories (sales, small business owner or manager, and profession requiring a BA or BS) with the national sample exceeding the local group in representation in these categories.

Between-year comparisons revealed no significant differences in parental occupations for the 1974 and 1975 Fall semester entering classes.

A final index of socioeconomic status is the *educational level of parents*. The percentages given in Tables 22 and 23 indicate that the educational achievements of fathers and mothers of entering students were somewhat dissimilar. One out of three (33 percent) fathers had terminated his education at high school or below; one of five (18 percent) obtained a high school diploma, and one of ten (10 percent) had attended college. For mothers, slightly more (38 percent) had terminated their education at high school; 25 percent received a high school diploma, and 8 percent had attended college.

Attendance at a graduate school was indicated by one percent of the mothers and fathers. One percent of the fathers had earned graduate degrees while less than one percent of the mothers had also earned graduate degrees.

National data are, in general, compatible with the local data. Yet, there are differences which deserve mention. More fathers and mothers in the national sample (23 percent and 34 percent respectively) completed a high school diploma in comparison with the local sample (18 and 25 percent). The national data also indicate a discrepancy in terms of the percentage of fathers who

graduated from college: five percent more of the national fathers completed a four-year degree program in comparison to the local fathers.

Comparisons with previous year data reveal almost no change in the educational achievement of local parents. For fathers, an increase of two percent occurred in the "some grade school" category while a one percent increase was noted in the "high school diploma" and "two-year college degree" categories. Among the mothers, a one percent increase was observed in the "some high school" category and decreases of one percent occurred in the "two-year college degree" and "high school diploma" categories.

These findings parallel data in national studies on two-year college students. Many come from educationally disadvantaged families (Cross, 1968; Bushnell, 1973; Gleazer, 1973). In part, this can be explained by the rapid increase in enrollment of non-traditional students. It can also be explained by the meritocratic pattern of higher education which restricted opportunities for adult learners in the 50's and 60's. The implication for a multi-unit institution such as New York City Community College is one of a challenge to the structure of traditional learning systems and a need for new resources to develop innovative teaching strategies.

Intellective Variables. The academic achievement of students is one of the best researched areas in higher education. We know a great deal about the performance of various groups of students on "traditional" tests of academic ability such as the Scholastic Aptitude Test and the Comparative Guidance Program.

Furthermore, we can state with considerable confidence that mean scores on ability instruments for students attending two-year colleges are generally lower than those of students attending four-year colleges and that community college students as a group score higher on these tests than students who graduate from high school but do not go on to college. The research supporting these facts is national in scope, it is unanimous in findings, and it is based on many different measures of academic aptitude.

Five measures of student achievement are of concern in this report: high school grade point average, high school English grades, high school mathematics grades, scholastic honors, and termination of study in other institutions. Information pertaining to the *high school grade point average* of potential entering students is presented in Table 24. The data disclose that 15 percent achieved an average in the range of 85-100 ("mostly A's, some B's), 21 percent achieved an average of 80-84 ("mostly B's)), 41 percent achieved a 70-79 average ("mostly C's"), and 3 percent achieved an average of 69 or below.

Differences are observed between male and female students in the upper and lower grade ranges. Twenty-one percent of the women were represented in the 85-100 grade range as compared to 9 percent of the men. Males were more likely to be represented in the 70-79 grade range (47 percent) than women (34 percent). On the surface, these data could be interpreted to mean that women perform better academically in high school than men.

A question remains, however, as to the accuracy of grade-point data as an indicator of academic aptitude. This question, and its implications for prediction of performance, is not answered by this report.

Comparison of local and national data reveals consistency between the two samples. In only one category were there differences in the percentage distributions: 16 percent of the students in the national sample were classified into the 70-74 grade category compared to 10 percent for the local sample. These differences obtained for both male and female students. Nationally, one-fifth (20 percent) of the men were classified into this category while 13 percent of the local men were so classified. Among the women, 12 percent of the national group fell into this category while the proportion for the local group was 7 percent.

These data, when compared to previous year local data, show a slight decrease (2 percent) in the representation of students in the "70-74" category ("mostly C's") and an equally small increase (1 percent) in their representation in the "80-74" ("mostly B's") and "75-79" ("half B's and half C's") categories. This finding, although positive in terms of the high school achievements of potential entering students, could simply be a function of random selection and therefore should be interpreted with caution.

Two additional indicators of student achievement are high school grades in English and math. Tables 25 and 26 present data that depict student performance according to five categories of grades. Approximately 62 percent of the entering

students reported a final grade of "C" or better in their *last high school English course*. Of this group seven percent achieved a grade of "A", 29 percent a grade of "B", and 26 percent a grade of "C".

Women achieved higher grades than men. The male/female breakdown shows that 43 percent of the women got grades of either "A" or "B" while 30 percent of the men achieved similar grades. Men received a grade of "C" more frequently than did women (29 percent and 22 percent respectively).

Compared to the national sample, the English grades of the local population are somewhat below standard. Fifteen percent of the students in the national sample received "A's" as compared to 7 percent in the local group. The remaining classifications are stable, although a significant proportion of students in both groups failed to respond to the question.

Between-year comparisons reveal a stable pattern of grades with relatively few changes in the distributions of potential entering students. Current year data show a two percent increase in the proportion of students achieving a grade of "C" (70-79) in their last high school English course. Decreases of one percent between 1974 and 1975 were observed for students in the "A" and "C" grade categories. For male and female students, these percentages are indicative of a strong trend toward constancy on intellective variables related to college attendance.

The pattern of grades reported for *high school mathematics* reflects a different standard of performance than that for English. Fifty percent of the potential entering students achieved a grade of "C" or better in the final course of high school math as compared to 62 percent for English. The distribution of percentages was as follows: 8 percent achieved a grade of "A", 19 percent a grade of "B", and 23 percent a grade of "C". Contrary to the pattern of "below average" grades in English (6 percent achieved a grade of "D" or below), 15 percent achieved a final course grade of "D" or below in math.

There was substantial variation between the local and national samples with regard to the grades received in the last high school math course. In the 70-79, 80-89, and 90-100 grade categories, the national group was more heavily represented than the local group while the converse was true in the 60-69 and "below 60" categories. Caution should be observed in interpreting these data because of the high non-response rate (34 percent), but the observation generally can be made that performance in high school mathematics was lower for the local sample than it was for students in the national sample.

Data describing the distribution of grades in high school mathematics between the two-year period 1974-1975,show a two percent decrease in the number of students entering the College with a grade-point average of "D" or less in their last math course and a one percent increase in the number receiving a grade of "C" or better. These results, while indicating a modest improvement in the mathematics grades of potential entering students, still must be interpreted as indicating that entering

freshmen may experience difficulty in meeting institutional standards in math during the initial phase of their enrollment. The same holds true for English although a higher standard of performance should obtain because of the index of superior achievement in high school.

It has been repeatedly demonstrated that information reported by students relating to scholastic achievement does not constitute an acceptable criterion on which to base predictions of academic success. It does, however, provide a good index of motivation toward academic work. One variable--*high school scholastic honors or awards*--can be used to describe the academic motivation of students prior to their enrollment in college. The data in Table 27 indicate that more than one-third (34 percent) of the first-time students received one or more scholastic honors in high school. The data are consistent for both males and females in the local and national subgroups with the exception that more men in the national sample (59 percent) received no awards than any of the other groups examined. Between-year comparisons reveal an increase in the number of students receiving no awards and a decrease in the number receiving three or more awards for the Fall 1975 entering class.

A fifth and final indicator of academic achievement is *termination of study in other institutions due to poor grades*. A prominent trend in recent years has been the enrollment of students in two-year colleges following study in other institutions. The reasons for this trend are multiple (i.e., academic

problems, part-time employment, proximity to home, family obligations, financial difficulty, etc.). Transfer is on the increase, however, and we know little about the students who enroll in college with a post secondary background. The data in Table 28 reveal that less than one percent of the potential entering students reported having terminated study in another institution prior to enrollment in New York City Community College. Between-year local comparisons and 1975 national and local comparisons indicate no differences in termination rates among potential entering students.

Perceptual-Attitudinal Variables. Research on students' attitudes and beliefs, particularly their importance for understanding individual behavior, has probably generated more interest among faculty and administrators than any other topic. College selection is a sifting and weighing process whereby the attitudes students bring with them to campus may shape their relationship with the college. Previous research has shown that many students attend two-year colleges because of uncertainty about career interests or further study (Knoell and Medsker, 1965; Blocker, Plummer and Richardson, 1965; Cross, 1968; Thurston and O'Banion, 1972). Researchers are in agreement that community college students are more influenced by practical considerations (e.g., location, low cost, nearness to home, etc.) in college selection than their four-year college counterparts. Four-year college students, on the other hand, have been shown to place greater emphasis on intellectual interests (e.g., scholastic status, characteristics of faculty, academic

reputation, etc.) as a primary consideration in college selection.

Table 29 presents data pertaining to *reasons for college attendance* among potential entering students in New York City Community College. Almost one-fifth (18 percent) of the first-time students indicated "low cost" or "closeness to home" as their primary reasons for attendance. One-third (33 percent) of the entering students considered the strength in their intended major as the main reason for attendance. The remaining categories--"academic reputation," "non-acceptance by first choice" and "impression of campus"--were selected by small percentages of students as their reason for attendance.

When students are classified according to sex, several distinctive differences are noted for male and female students. Almost one-fifth of the females (19 percent) chose closeness to home as their main reason, while 9 percent of the males gave this reason. Men (38 percent) gave the reason of "strength in intended major" more often than women (27 percent).

National data demonstrate a different pattern. Forty percent of the entering students chose their college because it was either inexpensive or close to home, compared to 18 percent for the local respondents. Seventeen percent of the national group chose their college on the basis of strength in their intended major field as compared to one-third of the local group. These data demonstrate the sound academic standing of New York City Community College and the fact that this status is being communicated to students before they start their college careers.

Comparisons with previous year data show a similar trend and reinforce the concept of the College as a viable training ground for further education and the careers. Since the College enrolls eighty percent of its students in occupational programs, it is to be expected that many freshmen would list "perceived strength in major field" as a primary reason for attendance. A similar condition would probably obtain in the liberal arts program among students who view the College as the first step in preparation for the professions.

Previous research has shown that *degree objectives* held by students are a motivational force underlying college attendance. (Cross, 1968; Trent and Medsker, 1968; Newcomb and Feldman, 1969). Table 30 reports the percentage distribution of degree objectives among potential entering students during Fall semester 1975. More than one-fifth (22 percent) aspired toward a baccalaureate degree and 11 percent more planned to earn a graduate degree. Thirty-four percent indicated plans to complete a two-year specialized training program and 4 percent indicated no plans whatsoever. The greatest variation among students occurred in the specialized training and liberal arts degree categories. More men (36 percent) than women (32 percent) indicated plans to obtain a specialized degree. This trend was reversed for the liberal arts degree as women outnumbered men by 5 percent.

National and local comparisons showed a similar pattern of results. Approximately one-quarter (27 percent) of the

national group planned to attain a two-year specialized degree while the proportion for local students was 34 percent. A higher proportion of students in the national group (27 percent) planned to complete a four-year degree and these differences are most pronounced for students classified according to sex. Almost one-fifth (19 percent) of the males in the national group were interested in a two-year specialized degree while the percentage for local males was 36 percent. Thirty-two percent of the males in the national sample indicated an interest in a four-year college degree compared to 23 percent in the local population. The distribution of women in degree categories was essentially the same for both the national and local groups.

Between-year local comparisons show an increase of 2 percent in the proportion of students who plan to go on for a four-year degree among the potential entering freshmen in Fall 1975. Male and female students showed no appreciable differences in the pattern of their responses between 1974 and 1975.

These findings emphasize the career education mission of New York City Community College. Occupational programs offered by the College have been widely recognized as a model for the "career ladder" concept in community college education. This has led to a natural selection among students into programs that embody this concept and lead directly to a technical career or an advanced degree program. The career education mission, whatever its application, guarantees students the opportunity to

market a technical skill in a variety of fields.

Efforts were made in this study to determine the *level of confidence students had in curriculum choices* prior to their entry to college as well as their *immediate plans after graduation*. The data in Table 31 reveal that almost half (48 percent) of the potential first-time students came to college with a definite curriculum choice in mind while another 32 percent were "fairly definite" about their choice. A small group (5 percent) were "indefinite" about their curriculum plans.

No real differences were observed between males and females and local and national subgroups. Between-year comparisons showed a moderate increase in the number of students indicating a "fairly definite" choice of curriculum. Women were more apt to choose this category than men but the pattern as a whole appeared to signal a trend toward greater clarity in curriculum choices made by students. The distribution of males and females in other categories was approximately the same as it was in 1974.

The *post-graduate plans* of students followed a pattern similar to that of their curriculum choices. More than one-half (58 percent) maintained a definite plan for work or further study (Table 32). Of the total population, 29 percent planned to enter full-time work while another 29 percent planned to transfer to a four-year college. More than one-quarter (26 percent) were undecided about their future. Males (31 percent) indicated a preference for a four-year college degree more often than females (26 percent) but this was reversed for full-time work

as women (33 percent) expressed a greater interest than men (25 percent). National data showed that a higher percentage of students planned to transfer (35 percent) and work (33 percent) after graduation than those in the local population. Almost one-fifth (19 percent) of the national students were undecided about their plans after leaving college compared to 26 percent of the local group. Over two-fifths (42 percent) of the males in the national sample planned to transfer to a senior college while the proportion for local males was substantially lower at 31 percent. For males, both locally and nationally, the same percentage of men (25 percent) planned to enter full-time work. The distribution of women holding plans for work was more heavily weighted toward the national group with 41 percent choosing full-time work compared to only 33 percent for the local sample.

If a conclusion were to be drawn from these data, it would be that college attendance for many students has become a means for achieving pre-planned goals. Between-year comparisons offer support for this finding in the form of data indicating increasing numbers of students holding firm plans to transfer (to a four-year college) compared to their number in 1974. This trend cannot be generalized beyond the transfer category, however, as more students indicated "uncertainty" about their future plans in 1975 than in 1974. Additional research on the post-college plans of potential entering students is warranted in view of the competing trends suggested by these findings.

The *transfer plans* of students are of interest in this report because of the continuing debate over the educational mission of the two-year college. Is it primarily a transfer institution or is it an agency for career preparation? The data in Table 33 reveal that 44 percent of first-time students in New York City Community College planned to transfer and had selected a curriculum for a four-year college. The distribution of curriculum choices was as follows: Biological and Health Sciences (9 percent), Physical Science or Mathematics (1 percent), Social Science (3 percent), Humanities or Fine Arts (2 percent), Education (4 percent), Business (8 percent), and Engineering (9 percent). Of the total respondents 17 percent had not decided on a curriculum and 20 percent did not plan to transfer to a four-year institution. Differences were most apparent between men and women in the Biological and Health Sciences where 5 percent of the men and 14 percent of the women planned to major in related curricula and in Engineering where almost one-fifth of the men (17 percent) and less than one percent of the women planned to enroll.

More students in the national sample did not plan to continue their education beyond the associate degree. More than one-quarter (26 percent) planned to terminate their education with the associate degree while the proportion for local students was 20 percent. The curriculum plans of the national sample showed a strong emphasis on the Business and Social Science fields. The local sample, on the other hand, exhibited

a greater degree of interest in the Engineering and Engineering-related fields.

Between-year comparisons show an increase in the number of students selecting a major in Education as preparation for transfer to a four-year college. Increases were also noted in the number of students indicating "Undecided" and "Other" as categories representing their plans for transfer to a four-year college. A decrease of two percent was observed in the number of students who did not plan to further their education beyond the associate degree.

Academic aptitude and interest in advanced study are factors that have a definite bearing on *student perceptions of the importance of grades* earned while in college. Although college grades are highly correlated with native ability, the motivation to succeed must be present if students are to perform at a level commensurate with institutional standards for retention. Table 34 presents data pertaining to perceptions of grades held by potential entering students. Almost three-quarters (73 percent) felt that grades were important, 11 percent indicated "no importance" or "moderate importance" and 16 percent indicated "no response" to the item. Women were more apt to perceive grades as "very"important or "quite" important than men. More than three-quarters (77 percent) of the women rated grades in these categories while among the men the proportion was 70 percent. The most noticeable difference occurred in the "very important" category where 57 percent of the women chose this designation compared to 43 percent of the men. More men (12 percent) perceived grades as being

"moderately" important than women (7 percent).

The national data indicate that 31 percent of the students in the national sample perceived grades as "quite important" compared to 24 percent of the local entering students. Forty-nine percent of the local students perceived grades as "very important" while the national proportion was 42 percent. A larger percentage of national than local men viewed grades as "moderately" important. This trend was reversed in the "very important" category with 43 percent of the local males and 37 percent of the national men indicating this category. Comparison of the responses for local and national women revealed a pattern similar to that observed for the men. A rating of "Moderately Important" was assigned to grades by 7 percent of the local women and 12 percent of the national group. One-fifth of the local females compared to 31 percent of the national sample reported that grades were "quite important." More than half of the women (57 percent) in the local sample considered grades to be "very important" while 46 percent of the national sample responded similarly.

Comparison with the previous year's data reveals a two percent increase in the proportion of 1975 potential entering students evaluating grades as "very important." Women alone accounted for the greatest part of this increase as 7 percent more in 1975 reported college grades to be "very important." Four percent less of the 1975 entering females viewed grades as "quite important" compared to their number in 1974.

Several other factors related to the social psychological side of college life are considered in this report. Student *needs*

for assistance in improving reading skills; developing study techniques; locating employment; establishing a residence; qualifying for financial aid; and receiving educational, vocational and personal counseling are reported in Tables 35 through 41 . Approximately half of the potential entering freshmen indicated a need for assistance in reading, developing study techniques, finding employment, applying for financial aid, and counseling in educational and vocational matters. Assistance in locating housing was indicated by 10 percent of the respondents while 16 percent perceived a need for personal counseling.

Comparable data were not available for the national sample. Between-year comparisons were possible and the pattern observed was one of increasing needs for counseling services expressed by 1975 potential entering students in the areas of reading skills, developing study techniques, finding employment, locating housing, applying for financial aid, and resolving educational and vocational problems. The specific rates of increase in each area were the following:

Area	Percent Increase (1975-1975)
Reading	+5 percent
Developing Study Techniques	+1
Finding Employment	+3
Locating Housing	+1
Applying for Financial Aid	+5
Educational and Vocational Counseling	+1

In only one category, "personal counseling", did the need level reported by students stay the same or decrease from its level in 1974.

The willingness of students to indicate their "needs for assistance" on a standardized instrument is somewhat surprising in view of the expressed reluctance on the part of many institutions to request personal information from students. Much more information is needed, particularly related to the movement toward non-continuous education among college-age youth.

Data were obtained in this study describing the *future enrollment plans* of students after completion of Fall semester study. Almost three-quarters (70 percent) of the potential entering freshmen indicated they would return for full-time study during the Spring semester; ten percent indicated plans that varied between half-time and three-quarter time enrollment; and 21 percent planned to enroll quarter-time or did not respond to the question (Table 42).

There was surprisingly little variation between male and female students regarding future enrollment plans except in the "full-time" category. Compared to men, women were more uncertain of their future plans and indicated a lower probability of return for full-time study. Although the reasons for this finding cannot be deduced from the data, it is probable that many of the factors involved in enrollment are beyond the control of the institution and require additional research if faculty and administrators are to understand the dynamics of non-continuous enrollment.

APPENDIX

Table 1

Distribution of Day/Evening Enrollment of Total Regular New York City Community College Student Population Fall Semester 1975

Enrollment Status	Full-Time Male N	Full-Time Male %	Full-Time Female N	Full-Time Female %	Part-Time Male N	Part-Time Male %	Part-Time Female N	Part-Time Female %	TOTAL* Male N	TOTAL* Male %	TOTAL* Female N	TOTAL* Female %
Day Session Transfer	495	30%	1146	70%	95	15%	554	85%	590	26%	1700	74%
Day Session Occup.	3646	64%	2049	36%	511	57%	378	43%	4157	63%	2427	37%
Sub-Total	4141	56%	3195	44%	606	39%	932	61%	4747	54%	4127	46%
Evening Transfer	199	45%	132	55%	255	29%	623	71%	364	32%	755	68%
Evening Session Occup.	311	74%	112	26%	1395	68%	654	32%	1706	69%	766	31%
Sub-Total	420	63%	244	37%	1650	56%	1277	44%	2070	58%	1521	42%
Non-Matriculated	603	69%	275	31%	2258	56%	1810	44%	2861	58%	2085	42%
Total	5164	58%	3914	42%	4514	53%	4019	47%	9678	56%	7733	44%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 2
Origin of Enrollment of First-Time Students in
New York City Community College
Fall Semester 1975

First-Time Freshmen Matriculated and Registered	Day				Evening				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
University Application Process Center	1392	58%	1021	42%	74	61%	47	39%	2534	86%
Processed by College	56	41%	80	59%	3	75%	1	25%	140	5%
College Discovery	133	55%	107	45%	3	50%	3	50%	246	8%
Educational Assistant Program	3	21%	11	79%	-	-	-	-	14	1%
Total	1584	57%	1219	43%	80	61%	51	39%	2934	-

Table 3

Sex of Potential Entering Students:
Fall Semester 1975

Sex	Local		National	
	N	%	N	%
Male	2,413	54	31,267	46
Female	2,037	45	36,058	53
Non-Response	48	1	913	1
Total	4,498	–	68,238	–

Table 4

Patterns of Entrance of Potential Entering Students:
Fall Semester 1975

Pattern of Entrance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Direct from High School	64%	43%	57%	45%	60%	44%
Transfer from Other College	2%	4%	2%	5%	2%	4%
From Military Svce.	3%	12%	0%	0%	2%	6%
From Full-Time Work (1 or 2 years)	6%	8%	5%	8%	5%	8%
From Full-Time Work (3 or more years)	7%	13%	9%	14%	8%	14%
Other	6%	9%	13%	19%	10%	14%
Non-Response	13%	10%	13%	9%	13%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 5

Race and Ethnicity of Potential Entering Students:
Fall Semester 1975

Race	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
American Indian	0%	1%	0%	1%	0%	1%
Black, Afro-American Negro	26%	17%	39%	23%	32%	20%
Caucasian, White	35%	66%	20%	62%	28%	64%
Mexican American, Spanish American	5%	1%	4%	1%	4%	1%
Puerto Rican	12%	2%	16%	2%	14%	2%
Oriental	4%	1%	4%	1%	4%	1%
Non-Response	18%	12%	17%	10%	18%	11%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 6

Type of High School Graduated From for Potential Entering Students:
Fall Semester 1975

Type of High School	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Public	64%	69%	63%	72%	63%	71%
Private, Non-Religious, Non-Military	2%	1%	1%	1%	1%	1%
Denominational Other Than Catholic	0%	0%	0%	0%	0%	0%
Catholic	7%	5%	8%	6%	8%	6%
Adult Education or GED Diploma	9%	10%	9%	6%	9%	8%
Did Not Graduate	1%	3%	3%	4%	2%	3%
Other	2%	1%	1%	1%	2%	1%
Non-Response	15%	11%	14%	9%	15%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 7

Size of Graduating Class for Potential Entering Students:
Fall Semester 1975

Size of Graduating Class	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Fewer than 50	6%	6%	7%	6%	7%	6%
50 - 199	10%	19%	11%	21%	10%	20%
200 - 499	26%	33%	25%	34%	25%	33%
500 - 999	19%	16%	20%	18%	19%	17%
1,000 or more	10%	4%	8%	4%	9%	4%
Non-Response	29%	21%	30%	18%	30%	20%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 8
Inception of Studies at New York City Community College
for Potential Entering Students:
Fall Semester 1975

Plans To Begin Studies	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Fall 1973 or earlier	0%	1%	0%	1%	0%	1%
Winter 1973-74	0%	0%	0%	0%	0%	0%
Spring 1974	0%	0%	0%	0%	0%	0%
Summer 1974	0%	0%	0%	0%	0%	0%
Fall 1974	0%	0%	0%	1%	0%	1%
Winter 1974-75	1%	1%	1%	1%	1%	1%
Spring 1975	1%	1%	1%	1%	1%	1%
Summer 1975	1%	1%	1%	1%	1%	1%
Fall 1975	78%	72%	78%	72%	78%	72%
Winter 1975-76 or later	3%	6%	3%	7%	3%	6%
Non-Response	15%	17%	15%	15%	15%	16%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 9

Marital Status of Potential Entering Students:
Fall Semester 1975

Marital Status	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Married	8%	21%	13%	21%	10%	21%
Single, Divorced, Widowed	79%	69%	74%	70%	76%	70%
Non-Response	13%	10%	13%	8%	13%	9%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 10. Curriculum Preferences of Entering Students: Fall Semester 1975

Division and Curriculum	Number and Percent N	%
DIVISION OF COMMERCE		
Accounting	178	4.0%
Art & Advertising Design	160	3.6%
Data Processing	133	3.0%
Graphic Arts	80	1.8%
Hotel & Restaurant Tech	127	2.8%
Lithographic Offset	34	0.8%
Marketing/Management) Marketing/Retail)	141	3.1%
Secretarial Science/Legal) & Exec.)	246	5.5%
Secretarial Science/Medical) Secretarial Science/School)	73	1.6%
Subtotal	1172	26.1%
DIVISION OF ALLIED HEALTH & SCIENCE		
Chemical Tech	81	1.8%
Dental Hygiene	63	1.4%
Dental Lab	73	1.6%
Medical Lab	101	2.2%
Nursing	167	3.7%
Ophthalmic Dispensing	84	1.9%
Radiology	66	1.5%
Subtotal	635	14.1%

Table 10. (continued) Curriculum Preferences of Entering Students: Fall Semester 1975

Division and Curriculum	Number and Percent N	%
DIVISION OF TECHNOLOGY		
Architectural Tech	102	2.3%
Automotive Tech	167	3.7%
Civil Tech	23	0.5%
Construction Tech	82	1.8%
Design Drafting Tech	67	1.5%
Electrical Tech	213	4.7%
Electronical Engineering Tech	149	3.3%
Electro-Mechanical Tech	101	2.2%
Environmental Tech	137	3.0%
Fire Science	75	1.7%
Industrial Arts) Industrial Production)	76	1.7%
Machine Tool	50	1.1%
Mechanical Tech	64	1.4%
Subtotal	1306	29.0%
DIVISION OF LIBERAL ARTS		
Liberal Arts	687	15.3%
Child Care	136	3.0%
Educational Associate Program	93	2.1%
Community Service Assistant Program	47	1.0%
Liberal Arts (alt. format)	183	4.1%
Subtotal	1146	25.5%
OTHER	239	5.3%
Total	4498	-

Table 11

Type of Home Residence Maintained by Potential Entering Students:
Fall Semester 1975

Type of Residence	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
On-Campus Housing	1%	1%	1%	1%	1%	1%
At Home With Parents	69%	53%	61%	52%	65%	53%
With Relatives or Friends	4%	4%	4%	4%	4%	4%
Private Room Off-Campus	1%	2%	0%	1%	1%	1%
Own Home or Apt.	11%	27%	21%	32%	16%	30%
Other Off-Campus Housing	1%	2%	0%	1%	1%	2%
Non-Response	14%	10%	13%	9%	14%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 12
Commuting Distance Between Residence
and College for Potential Entering Students:
Fall Semester 1975

Commuting Distance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Live on Campus	0%	1%	1%	1%	0%	1%
2 miles or less	7%	9%	9%	11%	8%	10%
3-5 miles	14%	21%	16%	20%	15%	21%
6-10 miles	20%	24%	16%	22%	18%	23%
11-20 miles	23%	22%	15%	22%	19%	22%
21 miles or more	16%	13%	20%	13%	18%	13%
Non-Response	18%	11%	23%	11%	21%	11%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 13

Mode of Transportation Used by Potential Entering Students to Commute to College Fall Semester 1975

Mode of Transportation	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Own Car	5%	57%	1%	44%	3%	50%
Family Car	1%	10%	0%	19%	1%	15%
Car Pool	0%	5%	0%	7%	0%	6%
Public Transportation	79%	13%	84%	19%	81%	16%
Motorcycle, Scooter or Bicycle	0%	2%	0%	1%	0%	1%
Walk	1%	2%	1%	2%	1%	2%
Non-Response	14%	11%	13%	9%	14%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 14

Employment Plans of Potential Entering Students:
Fall Semester 1975

Employment Plans	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes, Work to Finance Education	52%	46%	53%	48%	52%	47%
No, Work for Other Reasons	22%	34%	16%	23%	19%	28%
Do Not Plan to Work	9%	9%	15%	20%	12%	15%
Non-Response	16%	11%	16%	9%	17%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 15

Employment Status of Potential Entering Students:
Fall Semester 1975

Hours Plan to Work	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
None	12%	12%	20%	24%	15%	18%
Less than 6 hours	5%	3%	9%	4%	7%	4%
6 to 10 hours	7%	7%	11%	9%	9%	8%
11 to 15 hours	9%	9%	9%	10%	9%	10%
16 to 20 hours	16%	16%	13%	15%	14%	16%
21 to 25 hours	12%	11%	7%	8%	10%	9%
26 to 30 hours	9%	8%	5%	5%	7%	6%
More than 30 hours	10%	22%	6%	11%	8%	16%
Non-Response	21%	13%	21%	12%	21%	13%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 16

Annual Family Income of Potential Entering Students:
Fall Semester 1975

Family Income	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Less Than $3,000	8%	6%	12%	8%	10%	7%
$3,000 to $5,999	13%	9%	15%	10%	14%	9%
$6,000 to $7,499	8%	6%	9%	6%	8%	6%
$7,500 to $8,999	8%	6%	6%	5%	7%	5%
$9,000 to $10,499	7%	7%	6%	7%	7%	7%
$10,500 to $11,999	6%	6%	3%	6%	4%	6%
$12,000 to $13,499	5%	7%	3%	6%	4%	6%
$13,500 to $14,999	3%	5%	2%	4%	3%	5%
$15,000 to $17,499	4%	7%	2%	6%	3%	7%
$17,500 to $19,999	3%	5%	1%	4%	2%	4%
$20,000 or More	3%	11%	2%	9%	2%	10%
Non-Response	33%	26%	39%	30%	36%	28%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 17
Number of Siblings Financially Dependent on Parents for Support for Potential Entering Students: Fall Semester 1975

Number of Siblings	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
None	22%	33%	23%	32%	23%	33%
One	20%	20%	17%	19%	18%	19%
Two	15%	15%	14%	15%	14%	15%
Three	11%	9%	11%	10%	11%	10%
Four	7%	5%	7%	6%	7%	5%
Five or More	8%	5%	11%	7%	9%	6%
Non-Response	17%	12%	18%	11%	18%	12%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 18

Supplementary Family Income (Public Assistance) of Potential Entering Students
Fall Semester 1975

Public Assistance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	21%	21%	26%	23%	23%	22%
No	59%	65%	54%	64%	56%	64%
Non-Response	20%	14%	20%	14%	20%	14%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 19

Dependence on Parents for Financial Support
While Attending College for Potential Entering Students:
Fall Semester 1975

Dependence on Parents	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	21%	21%	26%	23%	23%	22%
No	59%	65%	54%	64%	56%	64%
Non-Response	20%	14%	20%	14%	20%	14%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 20

Father's Occupation for Potential Entering Students:
Fall Semester 1975

Father's Occupation	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Unskilled Worker	11%	8%	12%	10%	11%	9%
Semi-Skilled Worker	15%	15%	14%	16%	15%	15%
Service Worker	9%	7%	7%	7%	8%	7%
Craftsman or Skilled Worker	15%	18%	12%	17%	14%	18%
Salesman, Bookkeeper, Salesclerk, Secty.	4%	6%	4%	5%	4%	5%
Owner, Mgr. Small Bus.	7%	13%	5%	13%	6%	13%
Profession Requiring a B.A. or B.S.	2%	6%	1%	6%	2%	6%
Owner, Exec. Large Business	1%	3%	1%	2%	1%	3%
Profession Requiring Advanced Degree	1%	2%	1%	2%	1%	2%
Homemaker	0%	0%	0%	0%	0%	0%
Non-Response	35%	22%	43%	23%	39%	23%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 21

Mother's Occupation for Potential Entering Students:
Fall Semester 1975

Mother's Occupation	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Unskilled Worker	8%	7%	8%	6%	8%	6%
Semi-Skilled Worker	9%	8%	11%	8%	10%	8%
Service Worker	4%	4%	4%	5%	4%	4%
Craftsman or Skilled Worker	1%	1%	1%	1%	1%	1%
Salesman, Bookkeeper, Salesclerk, Secty.	11%	15%	8%	16%	10%	15%
Owner, Mgr. Small Bus.	1%	3%	1%	2%	1%	3%
Profession Requiring a B.A. or B.S.	2%	4%	1%	4%	1%	4%
Owner, Exec. Large Business	0%	0%	0%	0%	0%	0%
Profession Requiring Advanced Degree	1%	1%	0%	1%	0%	1%
Homemaker	30%	37%	31%	38%	30%	38%
Non-Response	32%	20%	34%	19%	33%	20%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 22

Father's Education for Potential Entering Students:
Fall Semester 1975

Father's Education	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
None, or Some Grade School	9%	7%	11%	8%	10%	8%
Grade School	9%	9%	9%	9%	9%	9%
Some High School	15%	14%	14%	14%	14%	14%
High School Diploma	19%	24%	16%	23%	18%	23%
Business or Trade School	4%	4%	4%	5%	4%	5%
Some College	5%	7%	3%	7%	4%	7%
Two-Year Coll. Deg.	2%	3%	2%	3%	2%	3%
Four-Year Coll. Deg.	2%	8%	2%	7%	2%	7%
Attended Grad. School	1%	2%	1%	2%	1%	2%
Graduate Degree	1%	3%	1%	3%	1%	3%
Non-Response	33%	20%	38%	20%	36%	20%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 23

Mother's Education for Potential Entering Students:
Fall Semester 1975

Mother's Education	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
None, or Some Grade School	9%	5%	11%	5%	10%	5%
Grade School Diploma	10%	7%	12%	8%	11%	7%
Some High School	16%	15%	18%	17%	17%	16%
High School Diploma	29%	36%	22%	33%	25%	34%
Business or Trade School	2%	4%	3%	6%	2%	5%
Some College	4%	6%	4%	6%	4%	6%
Two-Year Coll. Deg.	1%	3%	1%	3%	1%	3%
Four Year Coll. Deg.	2%	5%	1%	4%	2%	4%
Attended Grad. School	1%	1%	1%	1%	1%	1%
Graduate Degree	1%	1%	0%	1%	0%	1%
Non-Response	26%	17%	27%	15%	27%	17%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 24

High School Grades for Potential Entering Students:
Fall Semester 1975

High School Grades	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
90-100 (Mostly A's)	1%	2%	3%	5%	2%	3%
85-89 (Half A's and Half B's)	8%	8%	18%	17%	13%	13%
80-84 (Mostly B's)	20%	16%	22%	22%	21%	20%
75-79 (Half B's and Half C's)	34%	30%	27%	28%	31%	29%
70-74 (Mostly C's)	13%	20%	7%	12%	10%	16%
65-69 (Half C's and Half D's)	4%	7%	2%	3%	3%	5%
60-64 (Mostly D's)	0%	1%	0%	0%	0%	1%
Below 60 (Mostly Below D)	0%	0%	0%	0%	0%	0%
Non-Response	19%	15%	20%	12%	20%	13%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 25

Grades in Last High School English Course for Potential Entering Students: Fall Semester 1975

English Grades	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
90-100 (A)	4%	9%	11%	21%	7%	15%
80-89 (B)	26%	29%	32%	36%	29%	33%
70-79 (C)	29%	32%	22%	20%	26%	25%
60-69 (D)	7%	7%	4%	3%	6%	4%
Below 60 (F)	1%	1%	0%	0%	0%	1%
Non-Response	32%	23%	31%	21%	32%	22%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 26

Grades in Last High School Math Course for Potential Entering Students: Fall Semester 1975

Math Grades	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
90-100 (A)	7%	7%	10%	18%	8%	10%
80-89 (B)	20%	29%	19%	36%	19%	23%
70-79 (C)	24%	32%	22%	20%	23%	31%
60-69 (D)	12%	7%	12%	2%	12%	11%
Below 60 (F)	3%	1%	3%	0%	3%	2%
Non-Response	34%	24%	34%	23%	34%	24%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 27
High School Scholastic Honors or Awards
Received by Potential Entering Students:
Fall Semester 1975

High School Scholastic Honors	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
None	39%	59%	37%	52%	38%	55%
One or Two	21%	18%	21%	24%	21%	21%
Three or Four	8%	5%	7%	6%	7%	6%
Five or More	4%	2%	7%	3%	6%	3%
Non-Response	28%	16%	28%	15%	28%	16%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 28
Termination of Study in Other Institution
Due to Poor Grades for Potential Entering Students:
Fall Semester 1975

Termination of Study in Other Institution	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	0%	2%	0%	1%	0%	1%
No	85%	88%	87%	90%	86%	89%
Non-Response	14%	10%	13%	9%	14%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 29

Main Reason for Attendance for Potential Entering Students:
Fall Semester 1975

Reason for Attendance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Inexpensive	5%	12%	4%	12%	5%	12%
Close to Home	9%	26%	19%	29%	13%	28%
Certain or Almost Certain of Admission	3%	3%	4%	3%	4%	3%
Friends Attending	1%	2%	2%	2%	2%	2%
General Academic Reputation	6%	7%	7%	8%	6%	7%
Strength of Intended Major	38%	16%	27%	18%	33%	17%
Impression of Campus and Students	2%	3%	1%	3%	2%	3%
Religious Affiliation	0%	0%	0%	0%	0%	0%
Not Accepted by First-Choice College	7%	2%	7%	2%	7%	2%
Contact with Representative from Inst.	1%	2%	2%	1%	1%	2%
Other	12%	15%	12%	13%	12%	14%
Non-Response	15%	11%	15%	9%	15%	10%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 30

Degree Objectives of Potential Entering Students:
Fall Semester 1975

Degree Objective	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
No Special Plans	4%	8%	4%	6%	4%	7%
One-Year Program	0%	2%	0%	5%	0%	3%
One and One-Half Year Program	0%	1%	1%	1%	1%	1%
Two-Year Specialized Training Program	36%	19%	32%	34%	34%	27%
Two-Year Liberal Arts Degree (A.A.)	6%	9%	11%	8%	8%	9%
Four-Year Coll. Deg.	23%	32%	20%	23%	22%	27%
Masters Degree	8%	8%	6%	6%	7%	7%
Ph.D., M.D., Other Professional Degrees	4%	6%	4%	3%	4%	4%
Other	3%	4%	5%	4%	4%	4%
Non-Response	16%	11%	18%	10%	17%	11%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 31

Level of Confidence in Choice of Curriculum for Potential Entering Students: Fall Semester 1975

Level of Confidence	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Definite	49%	41%	49%	53%	48%	47%
Fairly Definite-Subject to Change	33%	38%	31%	31%	32%	34%
Indefinite	4%	10%	6%	8%	5%	9%
Non-Response	14%	10%	14%	9%	15%	9%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 32

Immediate Plans After Completion of Studies for Potential Entering Students: Fall Semester 1975

Immediate Plans	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Transfer to Four-Year College or University	31%	42%	26%	28%	29%	35%
Full-Time Work	25%	25%	33%	41%	29%	33%
Military Service	1%	1%	0%	0%	1%	0%
Undecided	27%	19%	25%	18%	26%	19%
Other	2%	3%	2%	4%	2%	3%
Non-Response	14%	10%	13%	8%	14%	9%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 33
Major Field of Study Planned for Transfer
to a Four-Year Institution for Potential Entering Students:
Fall Semester 1975

Major Field of Transfer	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Biology	5%	6%	14%	13%	9%	10%
Science or Math	1%	2%	1%	1%	1%	1%
Social Science	3%	6%	4%	6%	3%	6%
Humanities or Fine Arts	2%	4%	3%	3%	2%	3%
Education	2%	2%	5%	5%	4%	4%
Business	6%	15%	9%	9%	8%	12%
Engineering	17%	9%	0%	0%	9%	4%
Other	10%	9%	5%	5%	8%	7%
Undecided	18%	16%	16%	13%	17%	14%
Not Transfer	16%	18%	25%	33%	20%	26%
Non-Response	19%	13%	18%	12%	19%	13%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 34

Perceived Importance of Grades for Potential Entering Students:
Fall Semester 1975

Perceived Importance of Grades	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Not Important	1%	2%	0%	1%	1%	1%
Moderately Important	12%	17%	7%	12%	10%	14%
Quite Important	27%	31%	20%	31%	24%	31%
Very Important	43%	37%	57%	46%	49%	42%
Non-Response	17%	13%	15%	10%	16%	12%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 35

Need for Assistance in Reading for Potential Entering Students:
Fall Semester 1975

Require Assistance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	45%	44%	50%	42%	47%	43%
No	34%	41%	30%	45%	32%	43%
Non-Response	21%	14%	20%	13%	21%	14%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 36

Need for Assistance in Developing Study Techniques for Potential Entering Students: Fall Semester 1975

Require Assistance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	49%	54%	52%	52%	50%	53%
No	29%	32%	25%	34%	27%	33%
Non-Response	22%	15%	23%	14%	23%	14%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 37

Need for Assistance in Finding Employment for Potential Entering Students: Fall Semester 1975

Require Assistance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	54%	36%	56%	41%	55%	39%
No	25%	48%	22%	45$	23%	46%
Non-Response	21%	16%	22%	15%	22%	15%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 38

Need for Assistance in Locating Housing for Potential Entering Students: Fall Semester, 1975

Require Assistance	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	10%	8%	10%	8%	10%	8%
No	67%	76%	65%	77%	66%	76%
Non-Response	23%	16%	25%	16%	24%	16%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 39

Need for Financial Aid for Potential Entering Students:
Fall Semester, 1975

Require Financial Aid	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	55%	38%	59%	46%	57%	42%
No	25%	47%	19%	40%	22%	43%
Non-Response	20%	15%	22%	14%	21%	15%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 40

Need for Educational and Vocational Counseling for Potential Entering Students: Fall Semester, 1975

Require Counseling	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	55%	52%	56%	55%	55%	54%
No	24%	32%	21%	30%	22%	31%
Non-Response	22%	15%	23%	15%	23%	15%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

Table 41

Need for Personal Counseling for Potential Entering Students:
Fall Semester, 1975

Require Counseling	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Yes	16%	12%	16%	12%	16%	12%
No	61%	72%	59%	72%	60%	72%
Non-Response	23%	17%	25%	16%	25%	16%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.

UNIVERSITY OF CALIF
LOS ANGELES
OCT 1 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Table 42

Future Enrollment Plans of Potential Entering Students:
Fall Semester, 1975

Plans To Return	SEX				TOTAL*	
	Males		Females			
	Local (N=2,413)	National (N=31,267)	Local (N=2,037)	National (N=36,058)	Local (N=4,498)	National (N=68,238)
Full-Time	72%	72%	69%	70%	70%	71%
Three-Quarters Time	4%	6%	3%	4%	4%	5%
One-Half Time	5%	8%	6%	9%	6%	8%
One-Quarter or Less	1%	3%	3%	7%	2%	5%
Non-Response	18%	12%	19%	10%	19%	11%

*48 students in the local data and 913 students in the national data did not respond to the question on sex. These numbers, however, are included in the totals presented above.